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ABSTRACT

A curriculum in speech and language improvement for migrant children is provided. The overall methodology used is similar to the audiolingual method of teaching a foreign language, emphasizing pattern drill and listening rather than learning rules and their exceptions. Primary goals of the program are (1) the development of listening skills and (2) encouraging participation from children in standard English drills in order to provide adequate experience with English as a second language. The guide includes 8 units which list primary and secondary materials and which give special hints for teaching migrant children. The document is appended with suggestions of sounds for gross sound training and with a list of support materials for the program. [Not available in hard copy due to marginal legibility of original document.] (AN)

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SPEECH AND LANGUAGE PROGRAM FOR MIGRANT CHILDREN

by

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Monograph Number 4

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STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCE

Geneseo, New York · 14454

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THE NEW YORK STATE CENTER FOR MIGRANT STUDIES

The New York State Center for Migrant Studies is an independent organization devoted to professional research in the areas of education, employment, community relations and other aspects of the conditions of migrant labor in the State of New York.

The principal purposes are to initiate studies relevant to understanding and improving the conditions of the migrant, and to publish and disseminate these studies. The New York State Center for Migrant Studies, co-sponsored by the New York State Education Department's Bureau of Migrant Education, John Dunn, Chief, and the State University College of Arts and Science at Geneseo, New York, Robert W. MacVittie, President, was founded in February 1968.

This study has been recommended for publication by the Publications Committee of the Executive Council of the Center as an important contribution to the understanding of the migrant problem. It has been approved by the Executive Council of the Advisory Board of the Center except as specifically indicated and supercedes all previous drafts released for private circulation prior to publication. However, the interpretations and conclusions of the study are those of the author and do not necessarily represent the official position of the Center.

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Speech and Language Program

for Migrant Children

In order to use the curriculum provided in this speech and language improvement program successfully, it is important that the philosophy, upon which the curriculum is based, be understood.

First, the overall methodology used here is similar to the audio-lingual method of teaching a foreign language. That is, the emphasis is on pattern drill and listening rather than learning rules and their exceptions. The most natural method of learning a language is to listen and try to imitate what you have heard. Success in the audio-lingual method depends among other things upon the level of motivation within the child and sufficient exposure to the new language.

The latter element, sufficient exposure, is relative - relative to the needs of the individual and to the structure of the exposure. That is, if the drill work with the child is well structured, the child will need less exposure or less drill work to master a given concept.

Returning now to the reference to motivation, it is most important to supply the children with a need to master standard English. While at the same time, it is necessary to show a healthy respect for the non-standard English these children often use.[1] There are many situations in which the non-standard English used by migrant children is perfectly acceptable. For example, on the playground or at play after school with their friends who speak a similar form of English, this non-standard form of our language communicates quite adequately. However, it is important that the child achieve the necessary linguistic flexibility

[1]Peggy Thomson, "Washington's Second Language" Buffalo Courier Express, Parade Magazine Section, June 11, 1967, p. 24.

so that he will be able to speak standard English when that form of language is necessary. It is not enough merely to tell the child that he will need standard English. It is necessary to explain the "why" of his need for standard English. It should be pointed out to the children that this is the form of language that they will use in the classroom; this is the form of language that people all around them in the communities they live in will be using; this is the form of language that is used on the radio and television; and that this is the form of language that is used in business and industry. In effect then, it is important for the child to realize that standard English is a prerequisite for his life in this country at least in contacts outside of the camp and/or ghetto.

In summary then it should be understood that the primary goals of this speech and language improvement program include the development of listening skills in the children who will be part of the program, and encouraging participation on the part of the children in standard English drills in order to provide adequate experience with this second language we call standard English.

UNIT I - INTRODUCTION MATERIALS AND GROSS SOUND TRAINING

Note: The units of the Speech and Language Improvement are not to be thought of as a single period's work or a single week's work but rather to be thought of as steps in a progression leading from the very basic listening skills to the more complicated speech and language skills. The individual teacher will have to determine how much time each step warrants with her group.

A. Primary Material (Primary material is considered the minimum necessary amount of material to help the average child develop the necessary skills).

1. Establish rapport
2. Teach speech song

   Hiho--It's off to speech we go,

   we look and we listen and we learn our sounds--hiho, etc.

   Note: This song may be used to open each session if that seems desirable.

3. Discussion of gross sounds (see Appendix A for a list of gross sounds which can be created live in the classroom or put on tape or language master cards for use in conjunction with this unit). This list of sounds includes two basic areas: animal sounds - including birds and sounds around us including a baby's cry, door bell, fire engine, etc. Also included in this category are voices of a child and an adult male and female.
4. After acquainting the child with the various sounds on the tape recording or language master cards, and explaining each of them or letting the children explain, we then play a game with the sounds using a little lower level of volume each time.

Have the child try to match the sound with the correct corresponding picture. (The pictures are not provided with the curriculum guide.)

5. Have the children listen to the sounds they hear outdoors or indoors, at home or at school.

B. Support Material (Support material should be helpful in extending the child's speaking skills and should be used as seems feasible and desirable).

1. Discussion and imitation of the sounds the children discovered both in school and at home. (That was the assignment from above - #5.)
2. Game: Which Animal Am I? (One child makes an animal sound with his back turned, and the others try to guess correctly which animal he is. The first one to guess correctly gets a turn.)
3. Film Strip: "Sounds We Hear on a Farm" - Talking Time Series #1.
4. Poem: "Getting Up Time"

   "Bow wow," said the pup, "It's time to get up".

   "Coo coo," said the dove from the roof high above.

   "Moo moo," said the cow, "I'm getting up now."

   "Caw caw," said the crow, "What makes you so slow?"
5. Song: "Old McDonald had a Farm"

UNIT 2 - SOUNDS MADE WITH AN INSTRUMENT AND THE HUMAN VOICE

A. Primary Material

1. Review voices of man, woman and child from the gross sound recordings

2. Play game: Who Am I?

Have all of the children in the room close their eyes and put their heads in their hands. Tell them you will tap a child on the head and that that child should say, "Who am I?" Then the teacher will clap and all the children may open their eyes. Any child who thinks he knows which child said, "Who am I?" should say the name of the child.

3. Working with pitch

Begin with a pitch pipe or piano and play two or three tones in ascending fashion and ask the child to tell you if the sound is going up the hill or down the hill. Then do the same thing with descending tones. After this just play two tones one low, and one may be four tones higher, and ask the children which one is higher, the first or the second. Vary this procedure until all the children seem to have a grasp of the concept of pitch. As you go along you may wish to use the voice in place of the pitch pipe in order to give the children exposure to another kind of sound producing source.

4. Concept of Duration

Using again the pitch pipe or voice or both, play or sing a short tone and then a much longer tone and ask the children which was short and which lasted a long time. Repeat and vary this exercise until all children seem to have the grasp of the concept of duration. Now, play the same sort of game with

speech sounds, contrasting the plosive and the continuant sounds. (Ex. Typical plosive sounds are p - b - g - t - ch - d, etc. Typical continuant sounds are s - sh - z - l - r - the nasals and all vowels.)

5. Loud and Soft

Using a pitch pipe and voice create louder and softer tones at different pitches, asking the children when the sound is louder and when the sound is softer. Again, when all the children have a grasp of this point, move on to the next point. Now, play the same sort of game with speech sounds.

6. Rhythm

Begin by playing rhythm patterns such as two quarter notes and a quarter note triplet, and ask the children if the patterns were the same or different. Following this, vary the pattern and the duration and the pauses between the notes in the pattern (faster then slower) using the pitch pipe and human voice to be sure the children are able to recognize the different rhythm patterns. Repeat using faster then slower versions of sentences, poems, riddles, etc.

B. Secondary Materials

1. Game What Am I Doing?

In working with a small group of pupils, one is chosen and is told in a whispered voice to either skip, jump, run, walk or slide. The other children in the group must not look at what the chosen child is doing but they are asked to guess what he is doing. They are not given a clue unless it is necessary.

2. Using any available noise makers - bell, whistle, music box, drum, horn, rhythm band instruments, etc. explore the concepts of high and low, duration, intensity and rhythm.

3. Assign a noise making object to each child and have them take turns. Everyone closes his eyes and you tap the individual on the shoulder who is to use his noise maker. Then the others can open their eyes and guess which one made the noise.

UNIT 3 - LISTEN FOR SPEECH SOUNDS

A. Primary Material

1. The aim of this unit is to bring the listening approach to the level of speech sound discrimination. Initially we will only be interested in the child's ability to tell whether sounds are "the same" or "different". To facilitate this sort of drill, a list of paired minimal words and syllables is provided below. The teacher should read a pair of words (and later the same applies to the syllables) to the group of children, asking them to somehow signal after each pair, whether the words (or syllables) were the same or different. (Sometimes it helps to have the children close their eyes.)
2. If time and the situation allow, work with small groups and/or individuals who have some difficulty in the group work.

PAIRED MINIMAL WORDS

shock dock	bum bomb	hut hurt
far car	Poe pool	bed bird
ring sing	look like	bought boat
sash bash	fool fill	fall foal
dip deep	lick look	bell bail
bit beet	bun burn	red raid
beg big	goat gate	ball boil
wake lake	gun gown	lawn lion
queen clean	spot spout	ties toys
quick click	mass mouse	fin sin
sweet sleat	pup pipe	thing sing
rake lake	cut kite	path pass
wall war	far fire	math mass

one run	tar tire	sheep seep
weep reap	noun nine	shock sock

NOTE: In order to obtain words that are the same, simply omit second member of any pair.

Listed below are some paired minimal syllables which can be used in a fashion similar to that of the paired minimal words. Again the object is for the child to grasp whether the pair is the same or different.

PAIRED MINIMAL SYLLABLES

pa sa	va fa
da ga	ga ja
na pa	ka ta
ba ga	le ye
la ra	da ba
na ma	so zo
se the	sha tha
ra wa	zha sa
so sho	zhi zi
ri wi	zho sho
lo wo	

B. Secondary Materials

1. Sentence Completion exercise for the r, l, s, sh, ch, and j sounds in Better Speech and Better Reading.
2. Game: Looking for Words

   The child is presented with a sound and asked to say a word that has that sound in it.
3. Game: Modification of exercise above may be used which incorporates the concept of a particular sound at the

beginning of the word, middle of the word, and at the end of the word. Appropriate word lists for readers can be found in Better Speech and Better Reading and for nonreaders you might make use of the materials available in the Peabody Language Kit levels I and II if these are available.

UNIT 4 - SPEECH HELPERS

A. Primary Material

1. Discussion of the various parts of the facial anatomy that play a role in speech production: lips, tongue, teeth, roof of mouth, nose, and don't forget the ears, we've spent most of our time until now working on the importance of hearing as a helper for learning to speak.

   Note: The Appendix B drawings may be helpful in demonstrating the speech helpers.

2. Give examples of sounds, and have the children participate in syllable drills with sounds for each of the articulators. For example, for the lips a syllable such as pa or bo may be used; for the nose no or ma; for the tongue to or da; and for the roof of the mouth cho or sho.

3. The voice box or larynx should also be taught as a speech helper with emphasis on the difference between the sounds that have voice. For example contrast p (in isolation) with b; or s and z; or sh and zh; or ch and j. Have each of the children feel his throat and try to tell on which sounds his voice box is buzzing and on which sounds it is quiet.

NOTE: The following Units are set up to focus attention on the consonants, vowels, diphthongs which have proven troublesome to "non-standard" English speakers. Each unit covers a group of sounds with special directions given for two different methods of using the material provided. The method used will depend upon the nature of the group being taught. That is, we may expect certain problems with the Latin American migrant learning standard English, while we expect certain other

problems with the Southern United States rural child trying to learn standard English. In any case, the suggested "problem" sounds with either group may or may not be complete, and the teacher should be alert for any additional speech sound problems.

It is important here to note that the purpose of the following units is two-fold. First, to give the child practice in both listening and speaking various consonant and vowel sounds of the English language. Second, to provide the child with a good speech-language model and allow for the child to participate in speech-language activities.

Therefore, the following units divide their attention between speech sound work and language stimulation with language drills.

In order for the children to identify the sounds more easily without the use of orthographic symbols, large flash cards with one picture on each card to represent the sound being studied at that particular point are used. (See List of Support Materials.)

UNIT 5 - SOUNDS "p","b", "t", "d"

Special Hints for Spanish Speaking Background Group

1. The "p" sound is often not aspirated. That is, the sound is produced without the oral pressure build up of standard English.
2. The "b" sound is often produced in the unaspirated form or with a "v" sort of quality, when it appears at the beginning of a word. In the medial position there is the tendency to substitute the "p" for the "b" sound.
3. The "t" sound should be produced by the release of air trapped by the tongue in contact with the gum ridge behind the upper front teeth. The Spanish speaker may produce the "t" by putting the tongue between the teeth in order to trap the air.
4. The "d" sound is distorted in the same manner as the "t" described in #3 above.

Special Hints for Southern U.S. Rural Groups

1. The "f" sound is sometimes substituted for the "p" sound, as in "four" for "pour".
2. The "t" is sometimes substituted for the "d" sound in the final position, as in "tolt" for "told".

A. Primary Material

1. Establish the four sounds "p", "b", "t", "d" using large flash cards. Compare and contrast the "p" and "b" (voiced vs. unvoiced) and "t" and "d" (voiced vs. unvoiced). Then contrast lip sounds like "p" and "b" with tongue gum ridge sounds like "t" and "d".
2. Speech Song - one verse with each of the 4 sounds (use flash cards to cue sound).

3. Explain the tongue touching the gum ridge for the "t" and "d", then, using paired syllables ask the children to lip read (using no voice) the syllables you mouth and select the correct picture. Example: PA - TA, BE - DE, PI - TI, etc. In each case hold up the two flash cards concerned, i.e., "p" and "t" or "b" and "d". Ask the child to point to the one which represents the sound being mouthed.
4. Ask for the children's names with the sounds in them, and require a full response, i.e., Peter has a "p" sound, Tom has a "t" sound, etc. (Beginning, middle, and end)
5. Poem - "Peanuts and Popcorn"

   Peanuts and popcorn I eat at the Zoo

   and pop goes my paper bag when I am through.

B. Secondary Materials

1. Film Strip 2 - "The p and b sounds"
2. Game - Bean Bag

   Children sit in a circle and one child throws the bean bag to another child who is ready with a "p", "t", "b", or "d" word and can tell you which it is.
3. Action Poem - "Sometimes"

   Sometimes I am very tiny

   Sometimes I am very tall

   I stretch like a giant

   and then shrink until I am small
4. Story - Ticker-Tee, page 277 or The Tiny Tiny People, page 274.
5. Story - Talking Time
6. Film Strip #3 - "The t and d Sound"

UNIT 6 - The "n", "ng", "r", "l", and "v" Sounds

Hints for Spanish Speaking Background Groups

1. Sometimes the "n" sound or the "g" sound is substituted for the "ng".
2. The "r" sound in Spanish is a tongue tip trill and so, the trilled Spanish "r" is often substituted for the English "r".
3. The "y" sound as in "yes" is often substituted for the "l" sound.
4. The "b" sound or a variation of the "b" is often substituted for the "v" sound in the initial position.

Hints for Southern U.S. Rural Groups

1. The "n" sound is often substituted for the "ng" sound as for example saying "spellin" for "spelling".
2. The initial "h" sound is sometimes ommitted as for example in saying "ot" for "hot".
3. The "b" sound is often used in place of the "v" sound as in "stobe" for "stove".

A. Primary Material

1. Establish the six sounds keeping in mind the following:
   a) "n" and "ng" are nasal or nose sounds
   b) "r" and "l" are sounds shaped by the tongue
   c) "h" is the only consonant which is produced by action at the level of the larynx with no tongue, teeth or lip involvement.
   d) "v" is a very visible sound with the upper teeth meeting the lower lip and joining forces with the voice box to produce the sound.
2. Speech song one verse for each sound (omit "ng").

3. Show the difference between the mouth sounds of the "t" and "d" and the nose sounds of the "n" and "ng".
4. Song - "Eency Weency Spider" or

   Song - "Little's Bug's Song", Talking Time, page 360.
5. Sing using la, la, la, to any tune, Talking Time, page 117.
6. Word Game - "Which Has the Fly Sound?"

   Using the paired words below have the children identify the word of the pair which has the "v" sound (fly sound).

   vat - fat very - berry

   feel - veal best - vest

   face - vase bail - veil

   vine - fine vote - boat

   bane - vane bent - vent

   base - vase
7. Game - Find the Word and Sentence completion

   Better Speech and Better Reading, page 109.

B. Secondary Materials

1. Filmstrip "The m, n, ng Sound"
2. m - "Mary Melissa Makes Poems", Talking Time, page 356-7.
3. n - "The Magic Sewing Machine", Talking Time, page 363-6.
4. ng - "The Foghorn Prince", Talking Time, page 372-4.
5. Poem - "Lapping Milk"

   Little kitty laps her milk

   lap, lap, lap, lap, lap

   Her tongue goes out

   Her tongue goes in

   lap, lap, lap, lap, lap

   Oh see her tongue

   go in and out

   lap, lap, lap, lap, lap

6. Filmstrip "The "r" sound"
7. Story - "Frisky Pony", Talking Time, page 138 or
   "Little Red Rooster", Talking Time, page 128.
8. Song - "London Bridge is Falling Down"
9. Filmstrip "The "l" Sound"
10. Talking Time, "I Wear It", page 215.
11. Action Poem - "Laugh with Me" - Talking Time, page 198.
    "Grumpety Groans" - Talking Time, page 61.

UNIT 7 - THE "s", "z", "sh", "j", "th" (voiced), "th" (unvoiced), and "y" SOUNDS

Hints for Spanish Speaking Background Groun

1. The Castillian influence causes the unvoiced "th" sound (as in three) to be substituted for the "s" sound when it occurs in the initial position. (Very unstable in the Latin American Spanish speakers.) Example: "thaturday" for "saturday".
2. The "ch" sound or something similar to it is often substituted for the "sh" sound. Example: "choo" for "shoe".
3. The "h" sound is often substituted for the "j" sound. Example: "hunk" for "junk".
4. The "j" sound is commonly substituted for the "y" sound. Example: "jes" for "yes".
5. The unvoiced "th" sound or an interdental "d" sound is often substituted for the voiced "th" sound. Example: "This" for "this" or "dis" for "this". The voiced "th" in "this" will be indicated by underlining the "th".

Hints for Southern U.S. Rural Groups

1. The final "s" or "z" sound is omitted. Example: "he go" for "he goes" or "12 ship" for "12 ships".
2. Substitution of "kst" as in "axt" for "sk" in "ask"
3. Adding the "s" sound to the plural words. Example: "four womens" for "four women".
4. Substituting the "s" sound for the "ch" sound. Example: "surch" for "church".
5. Substituting the "v" sound for the th sound. Example: "mover" for "mother".

6. Substituting the "d" sound for the th sound. Example: "dis" or "dat" for "this" or "that"
7. Substituting the "f" sound for the "th" sound. Example: "fink" for "think"

A. Primary Material

1. Establish "s", "z", "sh", "j", "y", th, "th" using large flash cards. Compare and contrast the voiced sounds "z", "j", "y", and th with the unvoiced sounds "s", "sh", "th" (as in three). Orthographic symbols may be related to the sounds with children who are able to read.
2. Speech Song - one verse for each sound.
3. Story - "Timmy Teakettle" - Talking Time, page 91-93.
4. Action Poem - "See Saw" - Talking Time, page 82.
5. Action Poem - "Jet Plane" (act out plane)

   Zoom zoom zoom

   Goes the jet plane high

   Zoom zoom zoom

   See it way up in the sky

   Zoom zoom zooooooom
6. Poem - "The Zoo"

   I saw some zebras in the zoo,

   I saw some bears and lions too.

   The seals were playing with a ball

   The monkeys were the best of all.
7. Story - "The Seashell" - Talking Time, page 227-230.
8. Poem - "Jack and Jill" - Talking Time, page 157.
9. Poem - "Indian Feathers" - Talking Time, page 195.

10. "Practice Sentences & Completion" game for th

Better Speech and Better Reading, page 35.

B. Secondary Materials

1. Story - "Timmy Teakettle" - Talking Time., page 59-62.
2. Finger Play - "The Touch Game" - Talking Time, page 110-11.
3. Filmstrip - "The s Sound"
4. Poem - "Quiet, Quiet" - Talking Time, page 38-39.
5. Filmstrip - "The sh Sound"
6. Filmstrip - "The ch and j Sound"
7. Story - "Thumpy the Easter Rabbit" - Talking Time, page 178-184.
8. Filmstrip - "The th Sound"

NOTE: The vowels and diphthongs (double vowels) make up the major part of the "sound" of our language. For example, all vowels occur far more frequently than the most common consonants in our language. Also, it happens that speakers of other languages or other dialects of the same language often find the learning of vowel usage the most difficult part of learning a new language or dialect. With these thoughts in mind, the following activities are designed to give a maximum of exposure in listening and production of vowels and diphthongs in a concentrated drill framework.

In the preceding units, dealing with consonants, the large flash cards serve to identify the sounds. In this final unit on the vowel sounds, the vowels will be represented by pictures of persons, places, or things from the Peabody Language Kit Level I and II, or other suitable, available pictures. Each picture represents a

"key" word for a particular vowel. (Ex. tree, fish, bed, cat, etc.) The association between the "key" word and the picture and the vowel represented needs to become well established and discriminated. Only then, does it become possible to draw comparisons and contrasts between the vowels.

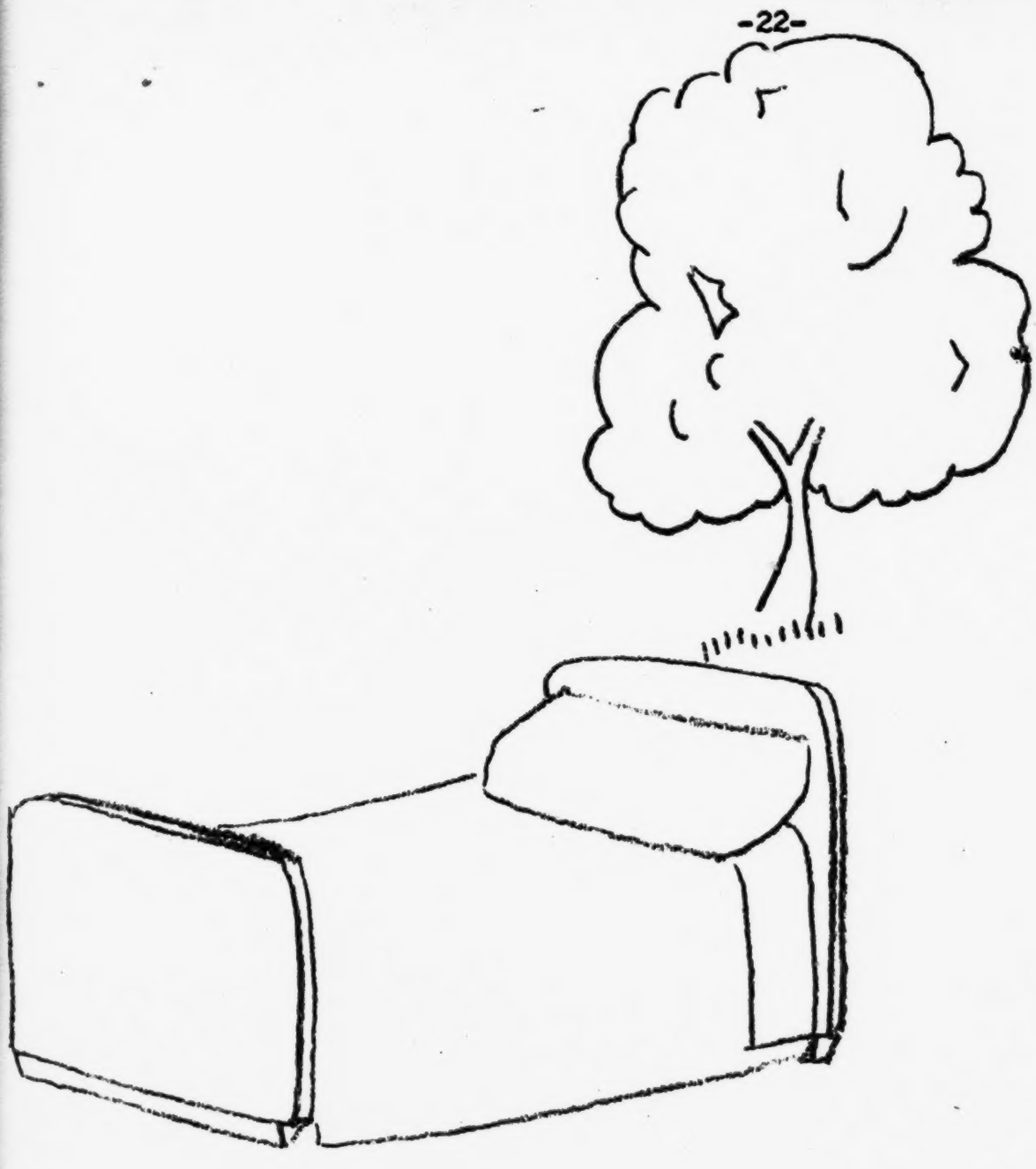
UNIT 8 - VOWELS AND DIPHTHONGS

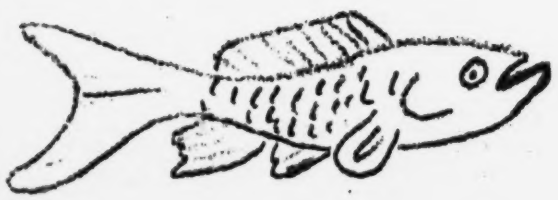
Hints for Spanish Speaking Background Groups

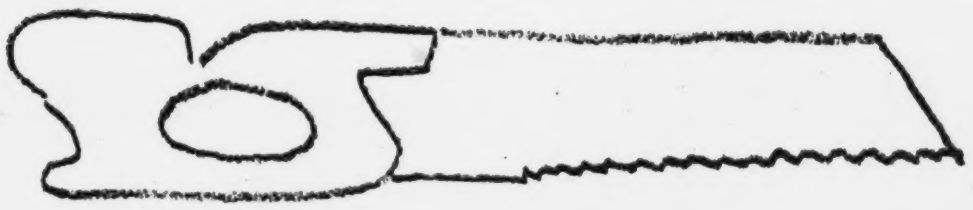
1. Substitution of (I/i) as in "mit" for "meet"
2. Substitution of (i/I) as in "peat" for "pit"
3. Substitution of (ei/ɛ) as in "bait" for "bet"
4. Substitution of (a/æ) as in "cot" for "cat"
5. Substitution of (ʌ/ɔ) as in "cut" for "caught"
6. Substitution of (u/ʊ) as in "pool" for "pull"

Hints for Southern U.S. Rural Groups

1. Substitution of (I/ɛ) as in "thin" for "then"
2. Substitution of (i/ə) as in "dee" for "the"
3. Substitution of (o/ʌ) as in "kindo heavy" for "kind of heavy"
4. Substitution of (a/i) as in "ah" for "I"







The long "ee" sound (Tree)

1. Open each vowel drill session with the picture drill page for the vowels. (See Page 22) The printed words corresponding to the pictures may be added if it seems desirable. End the drill by selecting one key word, and vowel for that day's drill. In this first vowel segment, end with "tree".

2. Contrast Drill

   Have the children identify which of the words in the pairs of words have the long ee sound.

   dip - deep bin - bean

   pill - peel peak - pick

   deem - dim beet - bit

   tin - teem

3. Finding the Sound in the Sentence

   Read the sentences on page 112 of Better Speech and Better Reading asking the children to signal each time they hear the ee sound. (vary the signal)

4. Using the word list on page 112 (in Better Speech and Better Reading) ask the children to make up a sentence with each word.

The Short "e" sound (Fish)

1. Picture drill as in #1 above (end with fish)

2. Contrast drill - as above

   bead - bid deed - did

   deep - dip deal - dill

   peal - pill

3. "Finding the word in the Sentence" Better Speech and Better Reading, page 113

4. Using the word list on page 113 have the children make up a sentence with each word.

The "a" Sound as in Saw

1. Picture drill as in #1 above (end in saw)
2. Contrast drill

cut - caught	balk - buck
nut - naught	tut - taught
done - dawn	maud - mud
gun - gone	maul - mull
hawk - huck	pun - pawn
rut - wrought	tounge - tong

3. "Finding the word in the sentence" Better Speech and Better Reading, page 124. NOTE: Omit the first row of words "born" through "north" and the word "short" in the last row. The words are questionable as examples of the "aw" sound in general American speech.
4. Words to Sentences - page 124 (See note in #3 above)

The Short "u" in Book

1. Picture drill as in #1 above (end in book).
2. Contrast drill

pool - pull	who'd - hood
full - fool	stewed - stood
look - Luke	buck - book
cooed - could	huff - hoof
should - shooed	look - luck

3. "Finding the Word in a Sentence" - Better Speech and Better Reading page 123.
4. "Words to Sentences" - Better Speech and Better Reading, page 123.

The Short "e" sound (bed)

1. Picture drill as in #1 above (end on bed)
2. Contrast drill as above

bin - ben	bake - beck	pen - pin
did - dead	dell - dale	led - laid
big - beg	sell - sail	fill - fell
bail - bell	peg - pig	tale - tail
sit - set	late - let	bill - bell
date - debt	peck - pick	fell - fail
hem - him		

3. "Finding the Word in the Sentence", Better Speech and Better Reading, page 115.
4. "Words to Sentences" (as above) page 115.

The "a" sound as in cat

1. Picture drill as in #1 above (end with cat).
2. Contrast drill as above

don - dan	cot - cat	cod - cad
hack - hock	pod - pad	gnat - not
shack - shock		

3. "Finding the Sound" Better Speech and Better Reading, page 116
4. "Words to Sentences" page 116

APPENDIX A

Suggestions of Sounds

for Gross Sound Training

in Speech and Language Improvement Program

for Children of Migrant Workers

A. The Sounds of Animals and Birds

1. dog
2. cat
3. donkey
4. horse
5. cow
6. chicken
7. duck
8. dove (pigeon)
9. crow
10. lion
11. rooster
12. pig

B. Sounds around us

1. sound of a man's voice
2. sound of a woman's voice
3. sound of a child's voice
4. train whistle (diesel)
5. police whistle
6. telephone ringing
7. water pouring into a sink or bathtub
8. sound of a truck or car
9. sound of a saw
10. sound of airplane
11. sound of eating
12. sound of a fire engine
13. sound of a clock
14. sound of a gun

LIST OF SUPPORT MATERIALS

REQUIRED:

1. Book - Talking Time, (2 ed.), L.B. Scott and J.J. Thompson, Webster Division of McGraw Hill Book Co., 1966.

2. Filmstrips - Talking Time, Series I and II, L.B. Scott, Webster Division of McGraw Hill Book Co.

3, Flash Cards - What They Say, Audio-Visual - Kinesthetic Flash Cards, Webster Publishing Co., St. Louis. (Out of Print - Permission to reproduce has been requested.)

ADDITIONAL HELPFUL MATERIALS

1. Book - Better Speech and Better Reading, Lucille D. Schoolfield, The Expression Co., Magnolia Massachusetts.

2. Guide - What's Its Name?, a guide to speech and hearing development, Jean Utley, University of Illinois Press, 1959.

3. Resource Book - Speech Correction Through Listening, B. Bryzngelson, E. Mikolson, Scott Foresman & Co. 1959.

4. Book - Listening For Speech Sounds, Empress Young Zedler, Doubleday & Co., Inc.

5. Peabody Language Development Kits (All Levels), L.M. Dunn and J.O. Smith, American Guidance Service, Inc., Publishers' Building, Circle Pines, Minn., 55014.